



## JAMES M. BROWN ELEMENTARY

225 Coffee Rd  
Walhalla, SC 29691

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	717 Students	
<b>Principal</b>	Michelle Grant	864-886-4470
<b>Superintendent</b>	Dr. Mike Lucas	864-886-4400
<b>Board Chair</b>	Andy Inabinet	864-710-0796

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

**Percent of Student PASS Records Matched for Purpose of Computing Growth Rating**

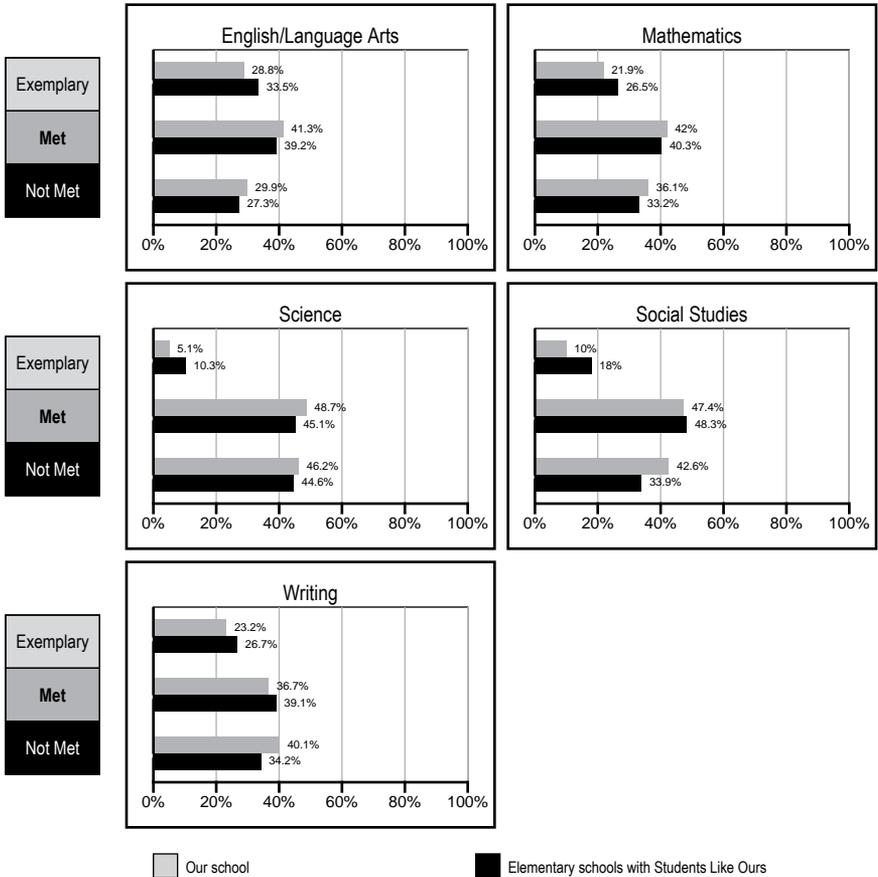
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
2	8	93	16	2

\* Ratings are calculated with data available by 03/09/2011.

**Palmetto Assessment of State Standards (PASS)**



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

**Definition of Critical Terms**

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=717)</b>				
First graders who attended full-day kindergarten	99.0%	Down from 100.0%	100.0%	100.0%
Retention rate	1.5%	Down from 2.5%	1.6%	1.2%
Attendance rate	95.7%	Down from 96.0%	95.7%	96.1%
Eligible for gifted and talented	6.3%	Down from 10.1%	9.1%	11.7%
With disabilities other than speech	8.2%	Up from 8.1%	9.1%	8.0%
Older than usual for grade	0.8%	Down from 1.2%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=54)</b>				
Teachers with advanced degrees	50.0%	Up from 49.1%	58.7%	60.5%
Continuing contract teachers	87.0%	Up from 65.5%	84.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.2%	Down from 85.9%	86.3%	87.0%
Teacher attendance rate	96.1%	Up from 94.4%	95.0%	95.4%
Average teacher salary*	\$43,878	Down 2.9%	\$46,509	\$47,288
Professional development days/teacher	13.6 days	Up from 7.1 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 18.6 to 1	19.2 to 1	19.2 to 1
Prime instructional time	90.6%	Up from 88.7%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,574	Up 3.4%	\$7,642	\$7,548
Percent of expenditures for instruction**	64.8%	Down from 65.0%	67.7%	68.7%
Percent of expenditures for teacher salaries**	61.7%	Down from 62.1%	64.5%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

James M. Brown Elementary, a Title I school, is proud of the achievements of our students and continually strives to provide the best educational programs and learning techniques for our children. Our mission is to develop lifelong learners who are respectful, responsible, and honest citizens, by providing meaningful educational experiences for all students. Our dedicated faculty and staff work daily to meet the needs of all our students to ensure their success.

JMB has been the recipient of numerous awards over the past several years. In addition to being named Carolina First Palmetto's Finest in 2001, JMB has been recognized as a South Carolina Honor Reading School and as a South Carolina Red Carpet School in 2001-2002 and again in 2006-2007.

At JMB, we are constantly searching for new methods and programs to give our students the greatest opportunities for educational success. JMB implemented a Reading Intervention Program in 2007-2008 to focus on meeting the needs of students who struggle with fluency and comprehension. We have been pleased with the results of this program and the opportunity it offers our students in reading. JMB has successfully implemented a Math Intervention Program in 2009-2010 to focus on meeting the needs of students who struggle with basic mathematics (addition, subtraction, multiplication, and division), algorithms, and problem solving.

Test scores from PASS and MAP will be analyzed to determine areas of strengths and areas for improvement in Reading and Math. JMB did not meet AYP in the area of disabled math. We met 24 out of 25 objectives. In 2010-2011, JMB will administer benchmark assessments in the area of mathematics. Assessments will be analyzed to determine areas of strengths and areas for improvement.

Our Parent Teacher Organization (PTO) and School Improvement Council (SIC)/Title I Committee continue to be active participants in JMB's successes. Donations from our PTO have enabled the school to purchase rewards for our student incentive program and individual teacher or grade-level requests, and provided funding for special events, such as Donuts for Dads and Muffins for Mom. Our SIC/Title I Committee was actively involved with the Title I Plan by making recommendations and suggestions for continued school improvement.

Our continued improvement is attributed to a highly qualified and dedicated faculty, strong parent and community support, and innovative, researched-based programs. It is the goal of JMB to meet each child's needs and maximize their potential for success.

Michelle Grant, Principal  
 Jim Mann, School Improvement Council/Title I Committee Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	49	106	72
Percent satisfied with learning environment	77.6%	94.3%	91.5%
Percent satisfied with social and physical environment	77.1%	94.3%	88.7%
Percent satisfied with school-home relations	85.7%	91.4%	81.7%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 23 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CSI

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
<b>HOLD</b>	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	311	99.7	29.2	41.6	29.2	83.5	83.6	83.5	Yes	Yes
<b>Gender</b>										
Male	168	100	33.8	38.9	27.4	78.3	80	80.1	N/A	N/A
Female	143	99.3	23.9	44.8	31.3	89.6	87.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	227	99.6	25.1	41.9	33	85.1	85.6	89.6	Yes	Yes
African American	12	100	I/S	I/S	I/S	I/S	74.3	74.6	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.2	92.7	I/S	I/S
Hispanic	67	100	45.2	40.3	14.5	77.4	76.7	79.6	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	84.6	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	57	100	70.4	25.9	3.7	48.1	52.7	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	59	100	44.1	44.1	11.9	78	76.1	79	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	234	99.6	34.4	45.6	20	80	77.8	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	311	99.7	36.1	41.9	22	77.7	82.6	80.4	Yes	Yes
<b>Gender</b>										
Male	168	100	42.7	33.1	24.2	72.6	80.7	78.4	N/A	N/A
Female	143	99.3	28.4	52.2	19.4	83.6	84.6	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	227	99.6	32.6	42.3	25.1	79.5	84.6	87.8	Yes	Yes
African American	12	100	I/S	I/S	I/S	I/S	70.6	69.3	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.2	93.5	I/S	I/S
Hispanic	67	100	48.4	38.7	12.9	72.6	79.6	78.3	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	84.6	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	57	100	77.8	16.7	5.6	44.4	53.9	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	59	100	49.2	40.7	10.2	72.9	79.5	78.9	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	234	99.6	38.1	45.6	16.3	74.9	76.2	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	204	99	45.6	49.2	5.1	54.4	68.2	67.3
<b>Gender</b>								
Male	106	98.1	43	50	7	57	68.3	66.9
Female	98	100	48.4	48.4	3.2	51.6	68.2	67.7
<b>Racial/Ethnic Group</b>								
White	145	99.3	38.7	54.2	7	61.3	72.8	79.6
African American	9	I/S	I/S	I/S	I/S	I/S	45.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	77.8	84.4
Hispanic	46	100	N/A	N/A	N/A	34.9	51.5	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5
<b>Disability Status</b>								
Disabled	36	94.4	N/A	N/A	N/A	20.6	39	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	41	100	N/A	N/A	N/A	29.3	49.4	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	158	99.4	52	45.3	2.7	48	57.8	55.4
<b>Social Studies</b>								
All Students	205	99.5	42.6	47.4	10	57.4	68.4	70.9
<b>Gender</b>								
Male	115	99.1	46.7	41	12.4	53.3	68.9	70.1
Female	90	100	37.6	55.3	7.1	62.4	67.8	71.7
<b>Racial/Ethnic Group</b>								
White	148	99.3	41.3	47.8	10.9	58.7	70.9	79.2
African American	8	I/S	I/S	I/S	I/S	I/S	56.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92	86.8
Hispanic	47	100	45.5	47.7	6.8	54.5	58.5	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	40	97.5	N/A	N/A	N/A	16.7	39.5	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	41	100	45	50	5	55	60.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	152	100	46.8	48.2	5	53.2	56.9	60.8

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	307	98.7	39.9	36.8	23.3	60.1	72.8	72.1	95.7	95.9
<b>Gender</b>										
Male	168	98.2	49.4	33.8	16.9	50.6	64.7	65.2	95.9	95.9
Female	139	99.3	29.1	40.3	30.6	70.9	81.3	79.2	95.5	95.8
<b>Racial/Ethnic Group</b>										
White	225	98.7	37.3	35.8	26.9	62.7	75	80.8	95.1	95.6
African American	10	I/S	I/S	I/S	I/S	I/S	63.2	59.7	96.8	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.6	87	97.2	98.2
Hispanic	67	100	50.8	36.5	12.7	49.2	61.9	64.6	97.2	96.3
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	76.9	73.4	98.3	95.9
<b>Disability Status</b>										
Disabled	53	94.3	N/AV	N/AV	N/AV	4.2	29.2	27.7	95	94.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	60	100	55	35	10	45	59.7	63.7	97.2	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	232	99.1	44.2	37.2	18.6	55.8	63.9	61.9	95.5	95.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	104	99	22.9	41.7	35.4	77.1
	4	104	99	34.4	44.8	20.8	65.6
	5	91	100	15.7	50.6	33.7	84.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	100	100	28.1	25.8	46.1	71.9
	4	101	99	27.6	43.9	28.6	72.4
	5	109	100	32	52.4	15.5	68
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	104	99	42.7	44.8	12.5	57.3
	4	104	99	35.4	54.2	10.4	64.6
	5	91	100	28.1	55.1	16.9	71.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	100	100	41.6	33.7	24.7	58.4
	4	101	99	24.5	48	27.6	75.5
	5	109	100	41.7	43.7	14.6	58.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	51	100	50	39.1	10.9	50
	4	103	99	46.3	51.6	2.1	53.7
	5	45	100	40.9	40.9	18.2	59.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	50	100	55.3	34	10.6	44.7
	4	100	98	38.5	57.3	4.2	61.5
	5	54	100	50	48.1	1.9	50
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	53	98.1	29.4	60.8	9.8	70.6
	4	104	99	39.6	53.1	7.3	60.4
	5	47	100	34.8	47.8	17.4	65.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	50	100	35.7	47.6	16.7	64.3
	4	98	100	31.3	59.4	9.4	68.8
	5	56	100	69.2	25	5.8	30.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	104	98.1	33.3	32.3	34.4	66.7
	4	102	98	42.6	52.1	5.3	57.4
	5	93	96.8	28.4	43.2	28.4	71.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	99	100	33.3	32.2	34.4	66.7
	4	101	97	35.4	42.7	21.9	64.6
	5	107	99.1	50	35.3	14.7	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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